

Sport Commitment of Collegiate Athletes of Ramon Magsaysay Technological University (RMTU), Zambales, Philippines

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Abstract— The study investigated the type of sport commitment of collegiate athletes who were officially enrolled during the academic year 2016-2017 in the Ramon Magsaysay Technological University (RMTU), Zambales, Philippines. The sport commitment of eighty-six (86) athletes was assessed by sport commitment constructs which include the want to commitment, have to commitment and personal investments. The study also suggested ways to enhance sport commitment which was categorized into personal performance, coach's role, team's attitude, school support and family and friend's support. This research employed descriptive quantitative research design. The research instrument measure has a specific number of questions that has to be scored on a 5-point Likert-type scale. These measures are used in order to maintain the questionnaire at a reasonable length so as to increase the number of participants willing to complete it. Descriptive and inferential statistics were employed as statistical analysis. The study concludes that the athletes manifest the 'have to' commitment mainly the feeling that playing sports is a duty and/or obligation followed by personal investment commitment primarily the belief that playing the sport is a devotion of efforts. The 'want to' commitment was moderately agreed as student athletes construct of commitment. The athletes perceived that to increase the commitment to play sports, they always preferred improvement on their personal performances; the team's attitude should focus on developing more positive relation with each other; and receive enough friendliness from their coach/es. The school support and family & friend's support aspects were perceived often can enhance athletes' commitment to sports. Moreover, the t-test result showed that there is significant difference in the perceptions between male and female athletes on how personal performance aspect can contribute to their commitment in sports. Based on the findings, the researchers recommend that sports official, coaches and trainers and athletes' parents have to be oriented on aspects that can help athletes intensify 'want to' and 'personal investment' commitment in sports. Athletes have to be oriented on appropriate attitudes towards winning and losing in competition and positive outlook towards rigid training and relations with teammates.

Index Terms— Sports, Collegiate Athletes, RMTU, Sport Commitment, Enhanced Sports Commitment

1 INTRODUCTION

Sport has become a widely accepted and celebrated events in different parts of the world today and the opportunities for individuals to participate in physical activities or sport have substantially increased in recent decades.

In the Philippines, sports' policy was indicated in Section 19, Article XIV Education, Science and Technology, Arts, Culture and Sports of the Constitution. All educational institution shall undertake regular sports activities throughout the country in cooperation with the athletic clubs and other sectors. The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognized sports and physical activity as a human right in 1978. Denying an individual the opportunity to participate in sports is basically denying them an invaluable opportunity to progress physically and mentally. Hence, Higher Education Institutions (HEIs) in the Philippines like the Ramon Magsaysay Technological University (RMTU), Zambales strictly adhere to this mandate through conduct of school based sports activities and participation in regional and national based sports competition. But with growing pressures within collegiate sports, many college-aged athletes do not remain active and committed in their sports throughout their full collegiate career.

The determinants of sport commitment can change over time. This knowledge of potential change, experiences and involvement opportunities in collegiate athletics could have

an impact on continued participation at the collegiate level and even after the athletes' collegiate careers are over. Identifying what involvement opportunities are important steps for keeping athletes participating in sports competition. Scanlan, et al. (1993) as cited in Rodriguez [1] defined sport commitment as the desire and resolve to continue sport participation and reported several factors that lead to an athlete's initial participation in sport, as well as his or her ongoing commitment to that sport. Scanlan, et al. (2003) as cited in Wilson, et al. [2] looked at sport enjoyment and involvement opportunities as the strongest predictors of sport commitment. Wilson and his colleagues also found that want to and have to types of commitment were predicted by satisfaction and personal investments. For Carpenter, et al. [3], logic, enjoyment, personal investments, social constraints, and involvement opportunities were all found to positively predict sport commitment. Williams & Gill [4] pointed out that athlete's motivational climate is largely determined by his or her sport setting, coach, and teammates which influence his or her goals and rewards. These rewards could lead to a stronger commitment to sport. Weiss & Williams [5] noted that physical competence as well as adequacy, social acceptance, approval and enjoyment can have positive effects to sport commitment. Thus, suggesting that sustaining youth's participation is due to factors such as playing to develop and improve skills, playing to

make and be with friends, and playing simply to have fun.

An athlete that is not committed to their sport and their team is not likely to be motivated to train and compete. RMTU athletes are believed to be in a constant struggle with participation in different regional and national sports competitions. The athletes feel less sense of determination to continue in the face of adversity and willpower to build strong personal attachment to sport. These athletes have the potential to become vulnerable in quitting sports. This idea of a vulnerable athlete further explains the need for a research into sport commitment among collegiate athletes of RMTU and to examine aspects that could enhance sport commitment which definitely an indicator to team success, performance and pride.

The result of the study hopes for more awareness on athletes' sport commitment and support of school administrators, school athletic directors/officers. They are in the position to provide the necessary direction and leadership to ensure that sports program of RMTU is provided with the staff, equipment, resources, facilities, and coaching and training services. Moreover, coaching and training are integral to the success of today's athletes; thus, it is important to know how coaches can contribute to low or high sport commitment. The results of this study can also shed light into the role of coaches and their contribution to enhance athletes' satisfaction, performance and commitment. Further, collegiate athletes' knowledge about types and dimensions of sport commitment and ways to enhance sport commitment across age proved to be beneficial. Maintaining sport commitment among athlete could be an important part of keeping athletes involved in all sports activities of RMTU and developing pride for own school.

2 OBJECTIVES OF THE STUDY

The main objectives of the research were to determine the type of sport commitment of collegiate athletes of Ramon Magsaysay Technological University (RMTU), Zambales, Philippines and to identify ways and/or aspects to enhance the sport commitment.

Specifically, it is the intention of the study to determine the athletes' type of sport commitment as to 'want to' commitment, 'have to' commitment and 'personal investments'; to identify the aspects that can enhance sports commitment categorized into personal performance, coach's role, team's attitude, school support and family and friend's support; and to determine the difference between the perception of the male and female athletes on the different aspects that can enhance commitment in sports.

3 MATERIALS AND METHODS

This research employed descriptive research design and quantitative in its analysis. The survey questionnaire was used as the main instrument of data collection. The study ascertained the sport commitment of collegiate athletes of Ramon Magsaysay Technological University (RMTU), Zambales, Philippines and suggested intervention which could enhance and/or increase athletes' commitment in their preferred sport. The athlete-respondents were enrolled during the academic year of 2016-2017. A total population of eighty-six (86) or 100%

varsity athletes/players were included as respondents in the research study. Population is a term in research which describing all members of any well-defined class or group of people, subjects and objects.

The main instrument for this research was survey questionnaire. The researchers made reviews of commitment scales for sports and questionnaire on athletes' opinion on their performance as sources for the constructs for the survey questionnaire. The athlete-respondents completed a modified version of Wilson, et al.'s (2004), used in Boyst [6] Exercise Commitment Scale (ECS) to fit a sports sample. This survey contains 12 total questions to assess the three (3) constructs of commitment ('want to' commitment, 'have to' commitment and 'personal investments'). The participants responded on a 5-point Likert type scale where 5 = Strongly Agree, 4 = Agree, 3 = Moderately Agree, 2 = Disagree and 1 = Strongly Disagree. The athletes also accomplished an instrument that assessed aspects which can enhance collegiate athletes' commitment. The researcher-made and/or revised scale was taken from Riemer & Chelladurai (1998), used in Rodriguez [1] which included questions that measure the athletes' opinion on the factors as to personal performance, coach's role, team's attitude, the school support and family and friend's support. All subscales have 5 items or a total of 20 questions that were scored on a 5-point Likert-type scale where 5 = Always, 4 = Often, 3 = Sometimes, 2 = Seldom and 1 = Never.

The two major criteria of measuring quality of tests and research instruments known as validity and reliability were considered in this research. This was done to ensure that the right instrument was used and the correct measurement was taken. In an effort to improve the content validity of the questionnaire, it was designed and finalized considering all the corrections and suggestions of the experts from the Sports Department and the College of Teacher Education of RMTU. The survey questionnaire was also pilot tested for reliability purpose. After these processes were undertaken, adjustments were made to the questionnaire before it was administered to the athlete respondents enrolled in the different campuses of RMTU. The objectives and significance of the study were explained to the athletes and the confidentiality of their responses was prioritized to assure a 100% retrieval of the instrument. Data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive and inferential statistics including percentage, frequency rank, means and t-test were utilized.

4 RESULTS AND DISCUSSION

Table 1 shows the frequency and percentage distribution of the athlete - respondents with regards to sex.

Table 1
Frequency and Percentage Distribution of the Collegiate Athlete-Respondents as to Sex

Sex	Frequency (f)	Percentage (%)
Male	57	66.28%
Female	29	33.72%
Total	86	100.00

Out of 86 respondents, 29 or 33.72% are female and 57 or 66.28% are male. Results show that majority of the collegiate athlete respondents of RMTU, Zambales are male or 66.28 percent of the total population. This is consistent with the study of Ganden, et al. [7] on the sex profile results indicating that an overwhelming majority (almost 67.00%) of the collegiate athlete-participants are male.

Perceived Types of Commitments of Athletes

Table 2 presents the perception of the athlete respondents' 'Want to' Commitment to play their respective sports.

Table 2

Perceived Want to Commitment of the Athlete-Respondents

Want to Commitment	AWM	DE	Rank
1. I'm well determined to keep playing my sport	3.50	MA	1
2. I'm well dedicated to keep playing my sport	3.28	MA	2
3. I have willingness to keep playing my sport	3.28	MA	2
4. It would be easy for me to quit playing my sport	3.13	MA	4
Overall Weighted Mean	3.29 = Moderately Agree (MA)		

Indicator 1 stated as "I'm well determined to keep playing my sport" obtained the highest average weighted mean (AWM) of 3.50 with descriptive equivalent of moderately agree. Indicator 2 stated as "I'm well dedicated to keep playing my sport" and indicator 3 stated as "I have willingness to keep playing my sport" with AWM of 3.28 ranked 2nd, interpreted as moderately agree respectively. The overall weighted mean of 'want to' commitment was 3.29 with a descriptive equivalent of Moderately Agree. Results signify that the athletes moderately agreed on 'want to' commitment mainly the feeling of determination, dedication and willingness to keep and remain playing their sports. This argument proves that the athletes keep playing their sports and games but not completely devoted and enthusiastic. Moreover, the athletes' perception shows that they are not totally committed to play and show manifestations of low determination and sense of purpose. The 'want to' commitment according to Gabriele [8] is an attraction-based commitment. 'Want to' commitment is the concept in which individuals play because they want to reflect an attraction-based commitment [2]. Williams [9] stressed that to foster attraction-based or 'want to' commitment, it is necessary to facilitate enjoyment of physical activity. The study of [10] found that fostering and promoting enjoyment and satisfaction to sports and physical activities are challenging amongst the youth and adults because of some personal and emotional factors that serve as constraints to sports participation.

Table 3 presents the perception of the athlete respondents' 'Have to' Commitment to play their respective sports.

Table 3

Perceived Have to Commitment of the Athlete-Respondents

Have to Commitment	AWM	DE	Rank
1. I feel playing my sport is a requirement as a student	4.00	A	3
2. I feel playing my sport is a duty	4.13	A	1
3. I feel obligated to continue playing my sport	4.03	A	2
4. I feel it is necessary to continue playing my sport	3.80	A	4
Overall Weighted Mean	3.99 = Agree (A)		

Indicator 2 stated as "I feel playing my sport is a duty" obtained the highest average weighted mean (AWM) of 4.13 followed by indicator 3 stated as "I feel obligated to continue playing my sport" with AWM of 4.03, ranked 2nd, interpreted as agree respectively. The overall weighted mean of 'have to' commitment was 3.99 with a descriptive equivalent of Agree. Results reveal that the athletes agreed to 'have to' commitment primarily on the aspects that they play because it is a duty and felt playing sports and competing as an obligation. This argument also signifies that the athletes being varsities of the institution entered a contract with the school, hence, are obligated to train well, perform well, to win in competitions and represent the school. The 'have to' commitment according to Gabriele [8] is also called an entrapment-based. Williams [9] claimed that athletes fitting the entrapment-based profile are motivated to continue playing because they have nothing better to do and/or they have put too much into the sport to quit. Wilson, et al. [2] argued that the notion that individuals play because they have to play, they have no choice, reflects an entrapment-based form of commitment or 'have to' commitment.

Table 4 presents the perception of the athlete respondents' Personal Investments Commitment to play their sports.

Table 4

Perceived Personal Investments Commitment of the Athlete-Respondents

Personal Investments	AWM	DE	Rank
1. I have invested my effort into playing my sport	4.08	A	1
2. I have invested my energy into playing my sport.	3.63	A	3
3. I have invested my time into playing my sport.	3.45	MA	4
4. I have invested my	3.78	A	2

own money into playing my sport.			
Overall Weighted Mean	3.73 = Agree (A)		

Indicator 1 stated as “I have invested my effort into playing my sport” obtained the highest average weighted mean (AWM) of 4.08 followed by indicator 4 stated as “I have invested my own money into playing my sport” with AWM of 3.78, ranked 2nd, interpreted as agree respectively. The overall weighted mean of personal investment commitment was 3.73 with a descriptive equivalent of Agree. Results reveal that the athletes agreed that they capitalized and devoted their time, effort and money into playing their respective sports and continuously do these activities for improvement. Hence, athletes’ commitment to their sports is somewhat high. The result is consistent with Frayeh & Lewis [11] indicating that higher levels of enjoyment and investments positively influenced athletes to remain involved in sports. Walsh’s [12] study have found that the amount of time and the intensity of the training that goes into competing requires extreme levels of commitment. Frayeh & Lewis [11] claimed that to reinforce players’ commitment to leagues, sports head should focus on ways to capitalize on player enjoyment and awareness of investments.

Perceptions on How to Enhance Commitment of Athlete Respondents

Table 5 presents the perception of the athlete respondents on the Personal Performance to Enhance Sport Commitment.

Table 5

Perceived Personal Performance to Enhance Sport Commitment of Athlete-Respondents

Personal Performance	AWM	DE	Rank
1. Strive to reach my performance goal this year	4.55	A	3
2. Improve my overall performance in the next sports competition	4.53	A	4
3. Develop further my technique and skills after training	4.50	A	5
4. Develop further my confidence and self esteem	4.70	A	1
5. Improve the relationship with my coach and teammates	4.65	A	2
Overall Weighted Mean	4.59 = Always (A)		

Indicator 4 stated as “Develop further my confidence and self esteem” obtained an AWM of 4.65 and ranked 1st. Indica-

tor 5 stated as “Improve the relationship with my coach and teammates” obtained the highest average weighted mean (AWM) of 4.70 and ranked 2nd. The computed AWM of indicators 5 and 4 gained a descriptive equivalent of always respectively. The overall weighted mean of Personal Performance to enhance Commitment was 4.59 with descriptive equivalent of always.

Table 5 reveals that the athletes perceived always that increased confidence to one’s ability and self-esteem and improved relationship with teammates and coaches can boost a high commitment to sports. Moreover, this can be attributed to the idea that athletes’ beliefs of personal skill and positive attitude towards hard work and achieving success will likely increase motivation to continue and commit to their sport. Garcia-Mas, et al. [7] stated that the commitment of one player with his/her coach, or club, or teammates, determined strongly the amount of effort and abilities showed in his/her sportive activity. The study of Walsh [12] revealed that athletes with higher self-perceived ability reported higher levels of overall commitment and for Strachan, et al. [13], individuals are motivated to invest time and effort into activities that reinforce a positive sense of self. Athletes who identify more strongly with the athletic role are thus more committed to their respective sport [14]. Social goals and praise for autonomous behavior can encourage greater commitment in young players [15].

Table 6 presents the perception of the athlete respondents on the Coach’s Role to Enhance Sport Commitment.

Table 6
Perceived Coach’s Role to Enhance Sport Commitment of Athlete-Respondents

Coach’s Role	AWM	DE	Rank
1. Receive enough training sessions from my coach	4.15	O	4
2. Receive enough recognition from my coach	4.10	O	5
3. Receive enough friendliness from my coach	4.38	A	1
4. Receive enough loyalty from my coach	4.33	A	2
5. Receive enough support from my coach	4.33	A	2
Overall Weighted Mean	4.26 = Always (A)		

Indicator 3 stated as “Receive enough friendliness from my coach” obtained the highest average weighted mean (AWM) of 4.38. Indicator 4 stated as “Receive enough loyalty from my coach” and Indicator 5 stated as “Receive enough support from my coach” with AWM of 4.33 and ranked 2 respectively. The computed AWM of indicators 3, 4 and 5 gained

a descriptive equivalent of always respectively. The overall weighted mean of Coach's Role to enhance Commitment was 4.26 with descriptive equivalent of always.

Table 6 reveals that the athletes perceived always that their coaches' manifestations of traits such as friendliness and loyalty can influence and increase their commitment to sports. Moreover, they also expect from their coach/es to provide them enough support in their performances during training and competition to enhance their commitment. In the study of Trendafilova, et al. [16] emphasized an environment that is most favorable to athletes' learning and performance. Trendafilova and colleagues revealed further that coaches need to ensure an environment in which student-athletes can be provided with a high-level of satisfaction and treatment. Moreno-Murcia, et al. [17], asserted that support and setting achievable short-term goals adapted to the athlete's level could affect the satisfaction and commitment to sport. The study of Masrur, et al. [18] suggested that coaches are in the position to encourage further players' commitment with more emphasis on proper manners and coaching styles. Lorimer & Jowett [19] acknowledged that coaches can play a fundamental function in athletes' commitment, accomplishments and success, especially at higher levels, as competition necessitates coaches and athletes to work closely together.

Table 7 presents the perception of the athlete respondents on the Team's Attitude to Enhance Sport Commitment.

Table 7
Perceived Team's Attitude to Enhance Sport Commitment of Athlete Respondents

Team's Attitude	AWM	DE	Rank
1. Improved winning record in sports competition	4.48	A	3
2. More positive attitude when losing a competition	4.55	A	2
3. More positive attitude towards rigid training	4.48	A	3
4. Improved behavior issues of my teammates	4.45	A	5
5. More positive relation with each other	4.60	A	1
Overall Weighted Mean	4.51	= Always (A)	

Indicator 5 stated as "More positive relation with each other" gained the highest average weighted mean (AWM) of

4.60 followed by indicator 2 stated as "More positive attitude when losing a competition" with AWM of 4.55 and ranked 2nd. The computed AWM of indicators 5 and 2 gained a descriptive equivalent of always respectively. The overall weighted mean of Team's Attitude to enhance Commitment was 4.51 with descriptive equivalent of always. It is revealed that the respondents always preferred and wanted their team members to be optimistic and positive towards team's performance, towards rigid training and towards winning and losing. This also signifies that maintaining these kinds of thinking and attitudes can guarantee high commitment from the athletes. McEwan & Beauchamp [20] stressed the need for team members to work well together in order for that team to be successful. The result of the study of Onağ & Tepeci [21] revealed that team cohesion, team norms and within team communication have significant impact on team satisfaction and determination to remain with the team. Jackson, et al. [22] showed that among adolescent team sport participants, social cohesion is positively correlated with commitment to a team.

Table 8 presents the perception of the athlete respondents on the School Support to Enhance Sport Commitment.

Table 8
Perceived School Support to Enhance Sport Commitment of Athlete Respondents

School Support	AWM	DE	Rank
1. School/department as met its obligation to the team	3.88	O	3
2. Instructors/professors give considerations on the classes I missed during training & competition	3.80	O	5
3. Sports/athletics department implements the institution's training program	3.88	O	3
4. Sports/athletic departments gives recognition of my contribution	3.90	O	2
5. Department address athletes' overall satisfaction	4.03	O	1
Overall Weighted Mean	3.90	= Often (O)	

Indicator 5 stated as "Department address athletes' overall satisfaction" gained the highest average weighted mean (AWM) of 4.03 followed by indicator 4 stated as

“Sports/athletic departments gives recognition of my contribution” with AWM of 3.90 and ranked 2nd. The computed AWM of indicators 5 and 4 obtained a descriptive equivalent of Often respectively. The overall weighted mean of School Support to enhance Commitment was 3.90 with descriptive equivalent of Often. Results signify that addressing the needs for complete satisfaction of athletes by the institution’s sports/athletics department and receiving recognition and credit for their contribution in sports can often enhance commitment in sports. The Department of Education and Early Childhood Development Melbourne [23] acknowledged that school can support student athletes by having a sport program that build an ongoing interest in sporting pursuits, which may lead to lifelong involvement in one or more sports or recreational activities. Hashemi [24] pointed out that poor leadership has been identified as possible reason for the declining quality of sport and lack of commitment and satisfaction among athletes. Trendafilova, et al. [16] on the other hand stressed that coaches and athletic administration may need to consider additional incentives for those student-athletes who are not receiving any financial support. Chelladurai & Riemer (1997) as cited in Trendafilova, et al. [16] noted that athlete satisfaction may indeed prove to be the ultimate measure of organizational effectiveness of an athletic program.

Table 9 presents the perception of the athlete respondents on the Family and Friend’s Support to Enhance Sport Commitment.

Table 9

Perceived Family and Friend’s Support to Enhance Sport Commitment of Athlete Respondents

Family and Friend’s Support	AWM	DE	Rank
1. My family has met their financial obligation to me	3.88	O	4
2. My family has met their moral obligations to me	3.92	O	2
3. My relatives has given all sort of assistance to me	3.81	O	5
4. My friends support and cheer me in my sport	3.89	O	3
5. My friends have constantly encouraged me in this sports	4.02	O	1
Overall Weighted Mean	3.92 = Often (O)		

Indicator 5 stated as “My friends have constantly

encouraged me in this sports” gained the highest average weighted mean (AWM) of 4.02 followed by Indicator 2 stated as “My family has met their moral obligation to me” with AWM of 3.92 and ranked 2. Both indicator 5 and 2 obtained a descriptive equivalent of Often respectively. The overall weighted mean of Family and Friend’s Support to enhance Commitment was 3.92 with descriptive equivalent of Often. It is revealed that the respondents often preferred their friends’ encouragement and family’s moral support and obligation to help increase their commitment in their respective sports. Friends and family members are perceived by the athletes to be the significant others by the respondents and their actions, reactions and approval are very important to them as athletes. In the study of Hoyle & Leff [25], it was revealed that players who claimed to have a high level of parental involvement reported to have greater enjoyment of their sport and viewed it as a significant part of their lives. Stefansen, et al. [26] see parental involvement in sports as part of an on-going negotiation of parenthood and as parents, they see it as their role to be there and to guide their child.

Table 10
t-Test of Difference in the Perception on how to Enhance Sport Commitment of Athlete Respondents

Aspects	Sex	Mean	df	t	Sig. (2-tailed)	Interpretation
Personal Performance	Male	4.336	85	-2.136	0.04	Reject Significant
	Female	4.558				
Coach’s Role	Male	4.171	85	-1.401	0.20	Accept Not Significant
	Female	4.386				
Team’s Attitude	Male	4.477	85	-0.728	0.47	Accept Not Significant
	Female	4.579				
School Support	Male	3.824	85	-1.277	0.21	Accept Not Significant
	Female	4.062				
Family & Friend’s Support	Male	3.701	85	-1.595	0.27	Accept Not Significant
	Female	4.048				

Table 10 shows that the significant values for Coach’s Role (0.20), Team’s Role (0.47), School Support (0.21) and Family and Friend Support (0.27) were higher than the (0.05) alpha level of significance. In this respect the null hypothesis is accepted and the result was not significant. There is no significant difference in the perceptions between male and female athletes on how coach’s role, team’s role, school support and family and friend support can enhance sport commitment of athletes.

A significant value of 0.04 was obtained for Personal Performance which was less than the (0.05) alpha level of significance. The null hypothesis is rejected. There is significant difference in the perceptions between male and female athletes on how personal performance aspect can contribute to athletes’ sport commitment. The male and female athletes have different personal goals, beliefs, understanding and level of

performance which can contribute and/or enhance their commitment and continue playing their respective sports.

5 CONCLUSIONS AND RECOMMENDATIONS

Based from the findings obtained, the study concludes that the collegiate athletes of RMTU Zambales, Philippines manifest the 'have to' commitment mainly the feeling that playing sports is a duty and an obligation followed by personal investment primarily devoting effort and money in playing the sport. The athletes moderately agreed that they manifest 'want to' commitment.

To increase the commitment to play sports, the athletes always wanted their personal performance be focused on developing further their confidence and self esteem. Previous researches reported that personal performance aspect to help increase sport commitment are manifested on strong determination, high self-perceived ability, reinforce a positive sense of self and autonomous behavior and pursue attainable goals.

Moreover, developing more positive relation and attitude with teammates and receiving enough friendliness from coach were also preferred as team's attitude and coach's role aspects to enhance commitment to sports. The school support aspect such as implementing sports program, recognizing efforts and catering the overall satisfaction of athletes was perceived often can enhance athletes' commitment to play their sports. The family & friend's support aspect like satisfying financial obligation and providing moral support and encouragement was often perceived to enhance athletes' commitment. The t-test result showed that there is significant difference in the perceptions between male and female athletes on how personal performance aspect can contribute to their commitment in sports.

Based on the findings, the researchers recommend that sports official, coaches and trainers and athletes' parents have to be oriented on aspects that can help athletes intensify 'want to' and 'personal investment' commitment in sports. Sports officials have to focus in identifying and sustaining clear, concrete and achievable school support program like sports program, training program and feedback mechanism intended to satisfy the needs of student athletes and address their most important concerns and issues. Sports officials also may schedule a dialogue and/or forum with student athletes' parents to discuss the extent of parents' involvement and support to their children's sporting activities. Utilize coaching styles which prove to play an important role in producing and increasing the player's sport motivation, satisfaction and commitment. Athletes have to be oriented on appropriate attitudes towards winning and losing in competition and positive outlook towards rigid training and relations with teammates. The present study has the potential to lay the groundwork for future studies attempting to examine aspects like factors which could be indicators on low sport commitment and the aspect

that would increase commitment among athletes.

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